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ABSTRACT

This report provides suggestions on how a language arts reading skills assessment program could be structured to ensure that school districts meet the Common Curriculum Goals of the public elementary and secondary schools in Oregon. This report includes: (1) a list of common curriculum goals that relate to reading/literature; (2) general implications for assessment; (3) criteria for differentiating among insufficient, acceptable, and ideal assessment practices at the classroom and district levels; (4) a bibliography of reading/literature assessment sources; and (5) sample reading/literature assessment tools and procedures. (RS)

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English Language Arts

Assessing Student Progress on the Common Curriculum Goals

Report 4: Reading/Literature Skills

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Division of Curriculum and School Improvement
Oregon Department of Education

September 1988

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The review of research and initial draft of this paper were done by Vicki Spandel, Independent Consultant, Portland, Oregon. The paper was revised to reflect comments from Oregon educators and published by the Department of Education.

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Oregon Department of Education
700 Pringle Parkway, SE
Salem, OR 97310-0290

Verne A. Duncan
State Superintendent
of Public Instruction

September 1988

326281988500

ASSESSMENT OF THE
ENGLISH LANGUAGE ARTS COMMON CURRICULUM GOALS

Report 1: Reading/Literature Skills

School districts in Oregon are required in Standards for Public Elementary and Secondary Schools 581-22-602 and -606 to use student assessment information on the Common Curriculum Goals to assist in making decisions about instruction of individual students and effectiveness of instructional programs. The standards suggest that a broad range of information is required to profile student and program progress and needs. There is also the assumption that instructional programs in schools have a clear alignment among the goals for instruction, the activities in the classroom, and the assessment of students' knowledge and skill.

This report provides suggestions on how a language arts reading assessment program might be structured to ensure that districts carry out the intent of the state standards.

The suggestions offered within this report are based on what current research indicates works best in measuring reading/literature. Clearly, there may be differences in reading/literature assessment district to district, and even classroom to classroom within the same building. To the extent that classroom or program assessment approaches differ from what is suggested here, those differences should nevertheless reflect a sound research base.

The report includes:

1. A list of the Common Curriculum Goals that relate to reading/literature (keyed to Essential Learning Skills, as appropriate).

2. General implications for assessment.

3. Criteria for differentiating among insufficient, acceptable and ideal assessment practices at the classroom and district levels.

4. Bibliography of reading/literature assessment sources.

5. Sample reading/literature assessment tools and procedures.

COMMON CURRICULUM GOALS RELATED TO reading

The following Common Curriculum Goals, which relate directly to reading skills, may be assessed through procedures suggested later in this report. Other Common Curriculum Goals may also be assessed through reading/literature (note particularly CCG 1.4, 1.8, 1.9, 1.11, 1.17, 2.1, 2.9, 2.18, 2.20). However, in order to avoid repetition in these reports, each Common Curriculum Goal appears only once in the area where it is most frequently and easily assessed. Where appropriate, the goals are keyed to relevant Essential Learning Skills, which cut across curriculum areas.

Some procedures and resources are included later in this report which may be helpful in assessing reading/literature skills. It is NOT necessary that these Common Curriculum Goals be individually assessed, nor assessed separately within different content areas. For example, a well-structured direct assessment of reading/literature skills might well meet the assessment requirements for all the Common Curriculum Goals listed here.

Further, districts that are focusing on the Essential Learning Skills may find creative ways to structure assessments which measure skills in more than one curriculum area: reading/literature and mass media, for example, or reading/literature and social studies. This integrative approach is encouraged to the extent that districts find it a natural and logical outgrowth of their preferred assessment procedures; however, it is also perfectly acceptable for districts to assess different curriculum areas separately.

Common Curriculum Goals (Relevant to Reading/Literature)

Students will:

1.1 Recognize words commonly used in grade-level materials, including subject areas (ELS 1.1).

1.2 Determine meaning of unknown words commonly used in grade-level materials, including subject areas (ELS 2.1).

1.3 Identify main ideas, supporting details, and facts and opinions presented in written, oral and visual formats (ELS 2.1).

1.5 Comprehend implied meanings of written, oral and visual communications (ELS 3.1).

1.10 Demonstrate an appreciation of reading and literature as life-long sources of recreation and learning.

1.12 Make reasoned evaluations about reading and literature selections (ELS 6.4).

1.13 Demonstrate knowledge of a variety of literature.

1.14 Demonstrate knowledge of literary conventions and elements of structure.

2.17 Understand how language changes.

IMPLICATIONS FOR ASSESSMENT

Central to the Common Curriculum Goals for reading and literature is the ability and desire for students to comprehend, use and enjoy written text. Research data confirms that many factors influence reading ability. (See references in bibliography for information about reading research and assessment.) To assess students' reading and literature knowledge and skill it is necessary to look at student ability prior to, during and following the actual reading of selections. Prior knowledge about the topic to be read and the form of the text can affect a student's ability to comprehend (CCG 1.5).

For example, prior knowledge could be assessed by having students predict a storyline; develop hypotheses about what is to be read, develop semantic maps, predict text structure, or use graphic outlines to map a story or topic. Based on such information, the teacher will be able to determine whether a student is likely to have difficulty understanding what is to be read. Instruction may need to occur prior to reading the selection. Examples of instruments that could be used to assess prior knowledge are included in Appendix B.

During the actual reading of text material, students must be able to recognize or decode words fluently (CCG 1.1); determine the meaning of unknown words they encounter (CCG 1.2); and be able to build comprehension of the text while reading (CCG 1.3, 1.5, 1.12). Often younger students are asked to read aloud to assess their skill during reading, especially related to CCG 1.1. and 1.2. Sample instruments for assessing student's oral reading are included in Appendix C. However, it is not always feasible to assess students' oral reading. As an alternative, graphic organizers (e.g., maps, webs, networks, etc.) and study guide questions can be used to assess student comprehension during the reading process. Examples of graphic organizers that could be used during the reading process are included in Appendix D.

Comprehension skills also are often assessed using standardized reading tests. However, Becoming a Nation of Readers (Anderson et.al, 1985) recommends that standardized reading tests should be supplemented with assessments of reading fluency, ability to summarize and critically evaluate lengthy selections, and amount of independent reading. Some of the graphic organizers used to assess comprehension while a student is reading may also be used after reading the selection. In addition, retelling of a selection, story frames, and direct questions can be used to assess comprehension skills. See Appendix E for examples of instruments to check comprehension after reading a selection.

A technique for monitoring independent reading, appreciation of reading and literature (CCG 1.10) and oral reading is to maintain a running anecdotal record on students. (See Appendix F for an example.)

Assessment strategies related to the Common Curriculum Goals in literature should focus on several areas:

- Students' knowledge of and about various common literary selections and genres (CCG 1.13)
- Students' ability to recognize and use literary terminology (CCG 1.14)
- Students' ability to respond to literature selections and to focus their responses on concepts and information derived from the text (CCG 1.13)
- Students' ability to respond to and analyze unfamiliar selections (CCG 1.10, 1.13, 1.14)
- Students' enjoyment and appreciation of a variety of literature (CCG 1.10)
- Students' ability to understand that language changes and how influences such as dialect affect form and meaning (CCG 2.17)

Some knowledge of literary conventions, elements of structure, and common works or authors (CCG 1.13, 1.14) can be assessed through objective paper and pencil tests. However, students' ability to apply concepts, use terminology correctly, recognize the effects of dialect and relate personal responses to textual information (CCG 1.13, 1.14, 2.17) will best be observed in large and small group discussions and in student writing about literature. An anecdotal log (see Appendix F) may provide a convenient recordkeeping tool. As students choose and respond to new selections, a record card or other tracking device could identify not only quantity of materials read, but also student appreciation or enjoyment in a comment section (CCG 1.10).

Finally, a portfolio of student writing about literature he or she encounters, may best serve to assess most of the related goals.

CLASSROOM LEVEL READING/LITERATURE ASSESSMENT

Guidelines for Insufficient/Acceptable/Ideal Assessment Practices

The following examples are intended to be illustrative of the procedures and practices teachers might follow in assessing students' reading skills to help make instructional decisions. Note that at the first (INSUFFICIENT) level, the practices followed, while not necessarily inherently wrong, are insufficient to ensure compliance with Standard 602. At the second (ACCEPTABLE) level, the practices extend beyond what is described as INSUFFICIENT, and--though not ideal--are likely to ensure minimal compliance with Standard 602. At the third (IDEAL) level, the practices described are likely to exceed the minimal requirements for compliance, but still be within reach of districts that want the most effective and thorough possible assessment of their students' reading skills. It is hoped that this IDEAL level will serve as a goal for which most districts will aim in practice.

INSUFFICIENT

Students are assessed in reading skills only at the elementary level. Assessment of reading skills is based on unit tests and end-of-book tests, supplemented by the district's standardized test and teacher judgment. Because the test focuses on whatever the textbook series is measuring, some important curriculum goals are likely to be overlooked. Reading skills such as phonics or decoding tend to be measured only in isolation, divorced from meaningful reading selections.

Literature assessment is based primarily on commercially published materials, though there may be some teacher-developed objective tests on literature. Virtually all reading on which assessment is based is teacher- or district-selected. Selections of literature within assessments tend to be short excerpts and to show little variety with respect to purpose, genre, tone, syntactical difficulty, complexity of content, format, and other variables.

* * * * * * * * * *

ACCEPTABLE

Assessment of reading skills occurs at all grade levels, K-12. Goal-based tests measure curriculum goals that are not being addressed by other materials. While the tests include diagnosis of individual reading-related skills, a major focus of such tests is on giving students opportunities to read and respond to longer, meaningful passages, both orally and in writing, so that reading skills may be measured as they are applied in a realistic context.

In literature assessment, students are allowed to select their own reading material at least some of the time.
Discussion of various literary selections begins with oral analysis and moves to written analysis, which may include drawing at early elementary levels. Unit tests cover basic concepts: e.g., plot, setting, character, etc.

Some classroom assessment is based on teachers' observations of students during large- and small-group discussions, and on evaluation of students' oral and written responses to literature and other written texts. Students have at least some opportunity to express their own reactions to various reading materials in writing and in classroom discussions, acknowledging that each reader brings to the literature a personal response based on background and experience. Teachers encourage diversity among students' personal responses, avoiding a one-right-answer format during classroom discussions.

In addition, assessment is based on selections which vary with respect to length, genre, purpose, content, format, intended audience, style, complexity, and other factors. Some whole selections are used, so that students are not always responding to excerpts or to passages taken out of context.

Teachers provide both written and oral feedback related to the Common Curriculum Goals and record student performance.

* * * * * * * * * *

IDEAL

Assessment of students' reading performance is based on explicit, written criteria that are tied directly to the Common Curriculum Goals and to purpose (e.g., reading for pleasure, reading for comprehension, critical reading). Criteria are thoroughly discussed with students in advance of any assessment, and students are given an opportunity to react and contribute to development of those criteria. Further, assessment of reading performance does not rely on any single measurement approach; instead, a variety of formal and informal assessment techniques are applied to assess students' strengths and weaknesses.

Reading assessment is integrated with the assessment of speaking, writing and listening skills. Reading and writing are particularly closely integrated, so that writing is sometimes used to assess reading skills (e.g., by asking students to make predictions, write

summaries); and speaking is sometimes used to help assess reading skills (e.g., by asking students to do an oral critique of a written passage).

In addition, reading assessment encompasses a process approach; it is not simply product-oriented. Assessment includes continuous self-evaluation; and teachers assess not only reading skills per se, but also the various metacognitive strategies which students use in understanding how they learn to read.

Literature assessment emphasizes independent learning, promoting the students' ability to apply concepts to new texts. There is less emphasis on unit tests, more on expression. In keeping with this approach, students have multiple opportunities to choose their own reading selections, and extensive opportunity for personal expression, both oral and written.

Students may choose the piece of literature on which assessment of skills is based. Further, students are recognized as authors, and their own reading forms the basis for some literary analysis, thereby promoting development of skills not only in analyzing literature, but in evaluating writing as the foundation for revision. Teachers frequently provide oral and written feedback, maintain folders of student work, and record student performance in a way that reflects personal growth.

STUDENT ASSESSMENT FOR PROGRAM EVALUATION

Guidelines for Insufficient/Acceptable/Ideal Assessment Practices

When evaluating a program, one of the sources of information is student achievement data. In addition, the program philosophy, goals, materials and other characteristics should be reviewed and evaluated. The student achievement data will help to identify where strengths and weaknesses might exist in the current program. The following examples are intended to be illustrative of the procedures and practices districts might follow in assessing student achievement for program evaluation. At the first (INSUFFICIENT) level, the practices followed, while not necessarily inherently wrong, are insufficient to meet the Standards. At the second (ACCEPTABLE) level, the practices would ensure at least minimal compliance with the Standards. The third level (IDEAL) exceeds minimum compliance but should still be in reach of districts.

INSUFFICIENT

Reading skills are assessed only through administration of a standardized test, which may or may not relate to district curriculum goals.

Literature assessment reflects heavy reliance on published tests which focus on recognizing titles, authors, works of literature, etc. The emphasis is on recall of facts and information, rather than on interpretation and the formation of a personal response.

* * * * * * * * * * *

ACCEPTABLE

Students' reading skills are assessed through administration of a standardized or district-developed test which thoroughly and accurately reflects important curriculum goals. The test covers a range of subskills, thereby facilitating the design of instruction to meet needs identified through assessment.

The assessment incorporates sampling of students at different grade levels on a regular cycle; various grade levels may be tested in relation to different goals, and the specific goals underlying the assessment may vary year to year.

The assessment reflects a process approach (e.g., students make predictions, record procedures they are using, relate one text to another, relate text to experience, apply learning). In some cases, students may respond to a process-based, metacognition checklist: e.g., "If asked to read this passage, would you skim? Read in depth? Make notes? Read more than once?"

Literature assessment is based on a locally-developed test which asks students to read and respond to extended new selections. The assessment includes at least one selection from another culture. Students are asked to respond to the text on a number of different levels (e.g., affective response, comprehension, analytical response). In addition, the assessment addresses students' ability to recognize and/or apply figurative language, literary conventions, dialect, etc.

* * * * * * * * * *

IDEAL

Classroom teachers receive training (and criteria) for conducting an indepth assessment, using procedures that are potentially replicable in the classroom. The assessment combines reading and writing (e.g., "Summarize the following reading passage in writing"). In addition, the assessment incorporates an attitude measure to assess appreciation of language and literature, and a checklist to assess general reading behavior outside the classroom (e.g., "What types of stories do you like to read? What have you read that impressed you most?").

As with classroom assessment, the procedures reflect a process approach, in which students make predictions, record procedures they use, relate various texts to one another, relate their reading to personal experience, and apply what they have learned in various ways. The assessment also focuses on metacognition, measuring not only student performance but the various processes through which students learn to read: e.g., rereading, skimming, notetaking, discussing, sharing, oral reading, and so forth.

Assessment of literary analysis skills is integrated with reading assessment, allowing students the opportunity for longer written responses. Students may select their own pieces of literature, and their reading should include a personal response to that text in addition to any analysis.

Questions are designed to tap higher level thinking skills (e.g., How does figurative language affect meaning? What influence does cultural diversity have on the evolution of a society's literature? How do the meanings created from two or more texts combine to create a larger construct of meaning?).

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APPENDIX A

READING/LITERATURE ASSESSMENT RESOURCES

READING/LITERATURE ASSESSMENT RESOURCES

INDEPENDENT CONSULTANTS

Sheila Valencia
School of Education
University of Washington
Seattle, WA 98195
(206) 543-6636

While at the University of Illinois Center for the Study of Reading, Sheila was involved in developing reading assessment materials and training teachers in classroom assessment techniques.

Ann Davis
Washington County ESD
17705 NW Springville Road
Portland, OR 97229-1707
645-4242

Ann can provide training in classroom reading assessment techniques.

John Tenny
Willamette University
900 State Street
Salem, OR 97301-9989
370-6209

John can provide workshops on new techniques for reading assessment.

Anita McClain
Pacific University
2043 College Way
Forest Grove, OR 97116
357-6151

Anita can provide consultation on new techniques for reading assessment.

Ken Smith
School of Education
Eastern Oregon State College
LaGrande, OR 97850
963-2171

Ken can provide workshops on new techniques for reading assessment.

Teresa Brandon
Jack Huhtala
Beaverton High School
PO Box 200
Beaverton, OR 97075
591-4680

Teresa and Jack can provide, individually or as a team, workshops on classroom assessment techniques for literature.

Joan Forster
South Salem High School
1910 Church Street SE
Salem, OR 97302-3099
399-3252

Joan can provide workshops on classroom assessment techniques for literature.

Kent Gill
PO Box 115
Camp Sherman, OR 97730
595-2269

Kent is a retired middle school teacher from California who can provide workshops and consultation on developing a literature program, and linking literature and composition, especially related to assessment.

Suzanne Clark
English Department
Oregon State University
Corvallis, OR 97330
754-0123

Suzanne can provide workshops and consultation on developing a literature program and classroom assessment techniques for literature.

Oregon Reading Association
Dewayne Smith, State Coordinator
Salem School District
PO Box 12024
Salem, OR 97309-0024
work 591-4522
home 695-5833

The Oregon Reading Association sponsors conferences and workshops on both a statewide and regional level. Local chapters in all regions of the state provide workshops and may be able to recommend local consultants to assist districts.

Valley Education Consortium
Glen Fielding
Teaching Research
Western Oregon State College
Monmouth, OR 97361-1374
838-1220 x 391

Valley Education Consortium has recently developed new assessment materials at grades 2, 5 and 11 which reflect current trends in reading and literature assessment.

Northwest Regional Educational Laboratory
Test Center
Rich Naccarato
101 SW Main, Suite 500
Portland, OR 97208
275-9500

The test center has available copies of various reading tests for check-out. For a bibliography of available tests or to check out test materials contact the center.

Other Material Available from Oregon Department of Education

1. Two videotapes from Illinois Department of Education on "Assessing Reading" and "Linking Reading Assessment with Instruction." Primary presenters are Sheila Valencia and P. David Pearson.

   The tapes and accompanying print material are available for checkout and review from Oregon Department of Education, Information Resource Center, 700 Pringle Parkway SE, Salem, OR 97310 (378-8471) or copies can be purchased from Video Transfer Center, 1501 SW Jefferson, Portland, OR 97201 (226-5091).

   Tape 1: Assessing Reading (app. 15 minutes) $9.50 + shipping.
   Tape 2: Linking Reading Assessment with Instruction (app. 1 hour) $18.00 + shipping.

2. Essential Learning Skills Across the Curriculum.

   This document, developed by Grants Pass School District and published by Oregon Department of Education, includes strategies for teaching and assessing reading skills before, during and after a reading assignment. An additional section includes strategies for writing across the curriculum. An accompanying booklet, Implementation Plan Essential Learning Skills Across the Curriculum details the activities, resources and timeline used by Grants Pass in training teachers with the materials.

   The publications are available from Oregon Department of Education, Documents Clerk, 700 Pringle Parkway SE, Salem, OR 97310 (378-3589).

3. Handbook for Planning an Effective Literature Program K-12. California State Department of Education.

   This publication provides information about effective literature programs and includes a checklist for assessing a school's literature program.

   Copies are available for check-out and review from Oregon Department of Education, Information Resource Center, 700 Pringle Parkway SE, Salem, OR 97310 (378-8471) or may be purchased for $3.00 from Publication Sales, California State Department of Education, PO Box 271, Sacramento, CA 95802-0271 (telephone orders, 916-445-1260).

4. Reading and Thinking: A New Framework for Comprehension, Massachusetts Department of Education.

   This booklet provides sample lessons and assessment strategies in reading. It is available for check-out and review from Oregon Department of Education, Information Resource Center, 700 Pringle Parkway SE, Salem, OR 97310 (378-8471) or copies can be obtained at no charge from State Purchasing Agent, Massachusetts Department of Education.

5. Who Reads Best? Factors Related to Reading Achievement in Grades 3, 7 and 11. National Assessment of Educational Progress.

This report summarizes results and identifies trends from the 1986 National Assessment of Educational Progress on Reading and Literature. It is available for check-out and review from Oregon Department of Education, Information Resource Center, 700 Pringle Parkway SE, Salem, OR 97310 (378-8471) or copies can be purchased for $12.50 from The Nation's Report Card, CN6710, Princeton, NJ 08541-6710.

APPENDIX B

INSTRUMENTS FOR ASSESSING PRIOR KNOWLEDGE

Topic Familiarity

Today you are going to read a story much like the stories you read in your reading or literature books at school. In this story a young boy helps a man who is in a very frightening situation. think about what you know about being in a very frightening situation. Also, think about what an author might include in such a story. Then use those thoughts to try to predict what an author might write about. You might think about what might happen, what the boy might do to help the man, how the boy and the man might feel, or anything else that you think might be important to such a story. Try to write down at least five ideas. One space has been filled in as an example.

NOTE: SPELLING ERRORS AND GRAMMAR MISTAKES WILL NOT COUNT AGAINST YOU IN THIS ACTIVITY.

Example. The boy tells the man not to be afraid.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

_____

_____

Reprinted from New Strategies for Reading Comprehension Assessment – Illinois Initiatives by Sheila Valencia, P. David Pearson and Carmen Chapman.

(Teacher Directions for the Circle Version of the Topic Familiarity Test)

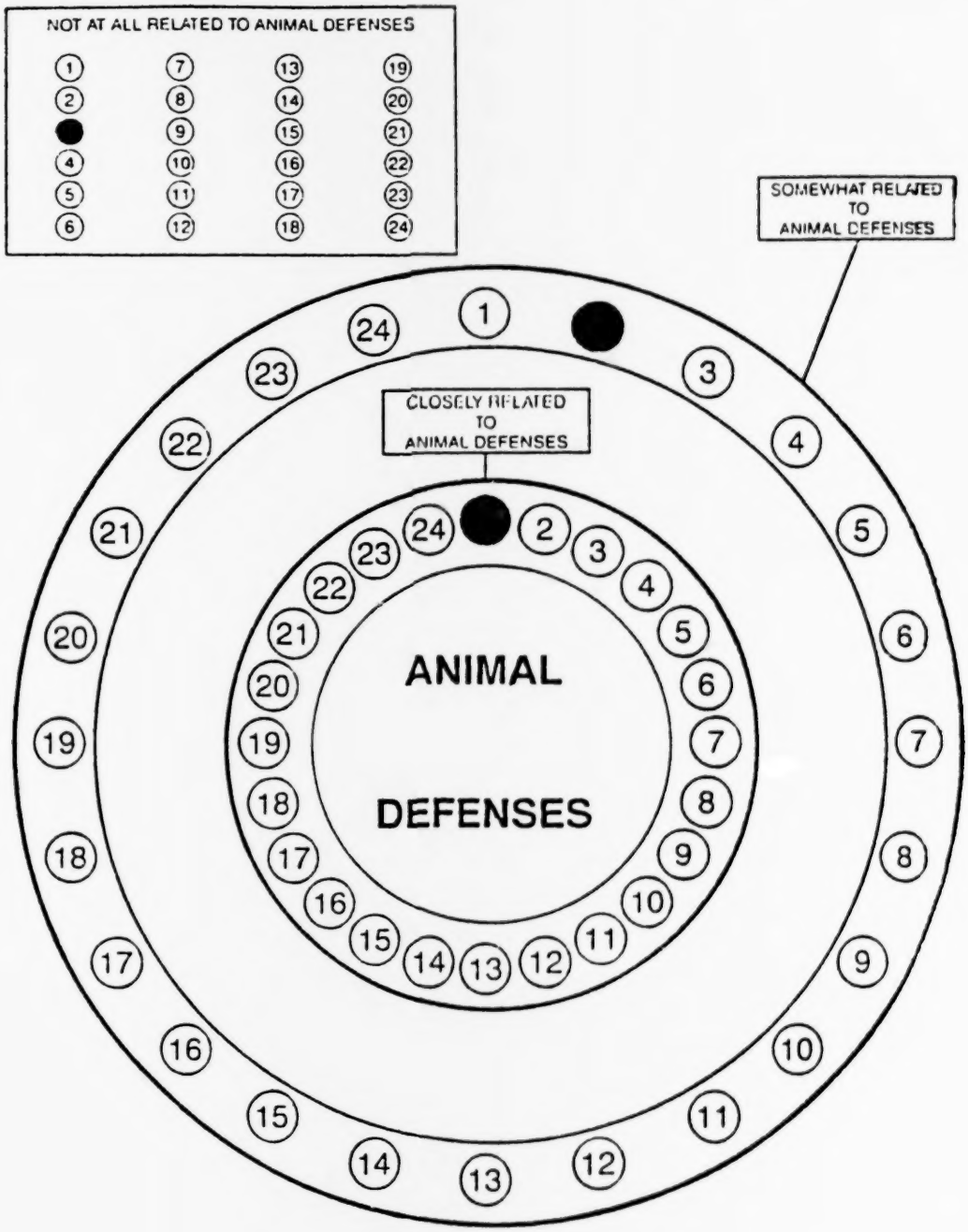
To be read out loud by examiner.

Teacher SAYS:

This is a test to see how much you already know about animal defenses before we ask you to read an article about it. Notice that you see the words, animal defenses, in the inner circle in the middle of the page. Look at the two rings of numbers surrounding the inner circle. Also notice the box in the left-hand corner of the page. In each circle and in the box, you will find bubbles with the numbers 1-24. Notice that these correspond to the 24 numbered words at the bottom of the page. Your job is to decide how each of those 24 numbered words is related to the idea of ANIMAL DEFENSES. If a word is really closely related to animal defenses, you fill in the bubble in the inner circle to show that it is really closely related to animal defenses. If a word is really closely related to animal defenses, you fill in the bubble in the inner circle to show that it is really closely related to animal defenses. If a word is sort of related to ANIMAL DEFENSES, fill in the bubble in the outer circle to show that it is sort of related to animal defenses. And if a word has little or nothing to do with ANIMAL DEFENSES, fill in the bubble in the box in the upper left-hand corner of the page to show that it has little or nothing to do with animal defenses. Each word may be used only once; that is, you may fill in the numbered bubble in the "closely related" circle <u>or</u> the "somewhat related" circle <u>or</u> the "not at all related" box. Notice that 3 of the bubbles have been filled in to give you an idea of how to do this page.

You may begin.

Reprinted from New Strategies for Reading Comprehension Assessment - Illinois Initiatives by Sheila Valencia, P. David Pearson and Carmen Chapman.



1. color
2. nature
3. cardboard
4. crater
5. predator
6. carnivorous
7. instinct
8. trapping
9. vacuum
10. erosion
11. influenza
12. angel
13. prey
14. tarantula
15. attack
16. omnivorous
17. scavenger
18. speed
19. graphology
20. parasites
21. habitat
22. camouflage
23. hydrogen
24. escape

Predicting What A Story Is About

Based on the _____, I think this story is about _____

_____.

I think this because _____

_____

_____.

My prediction(s) came true because _____

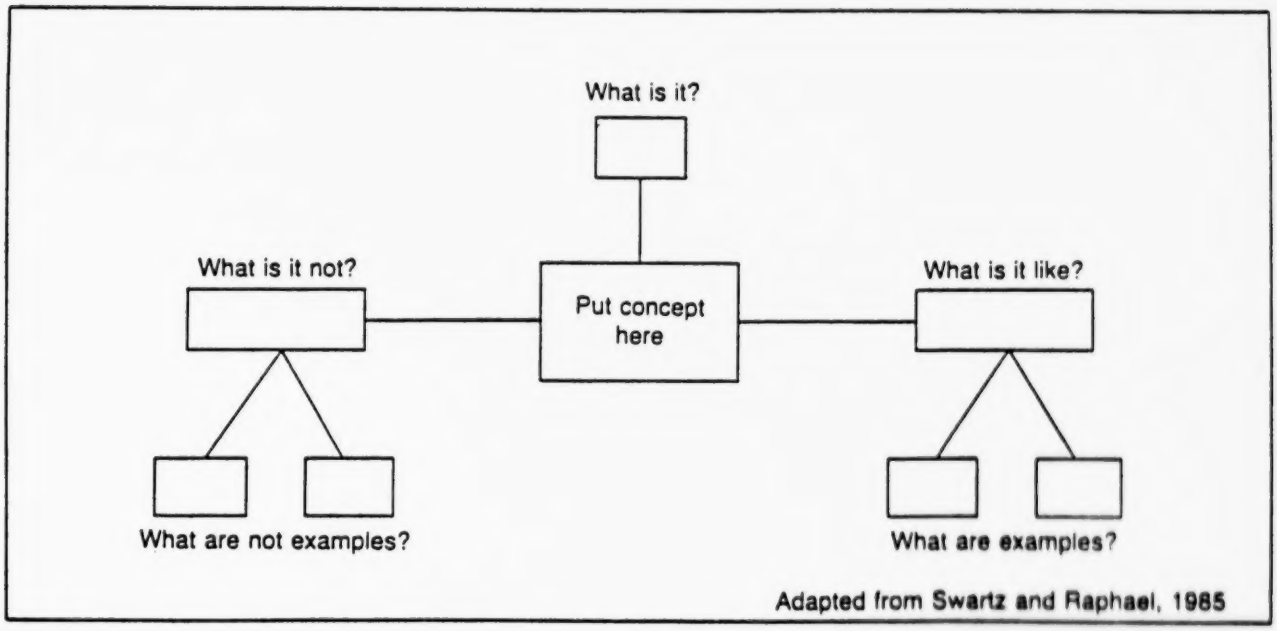
_____

_____.

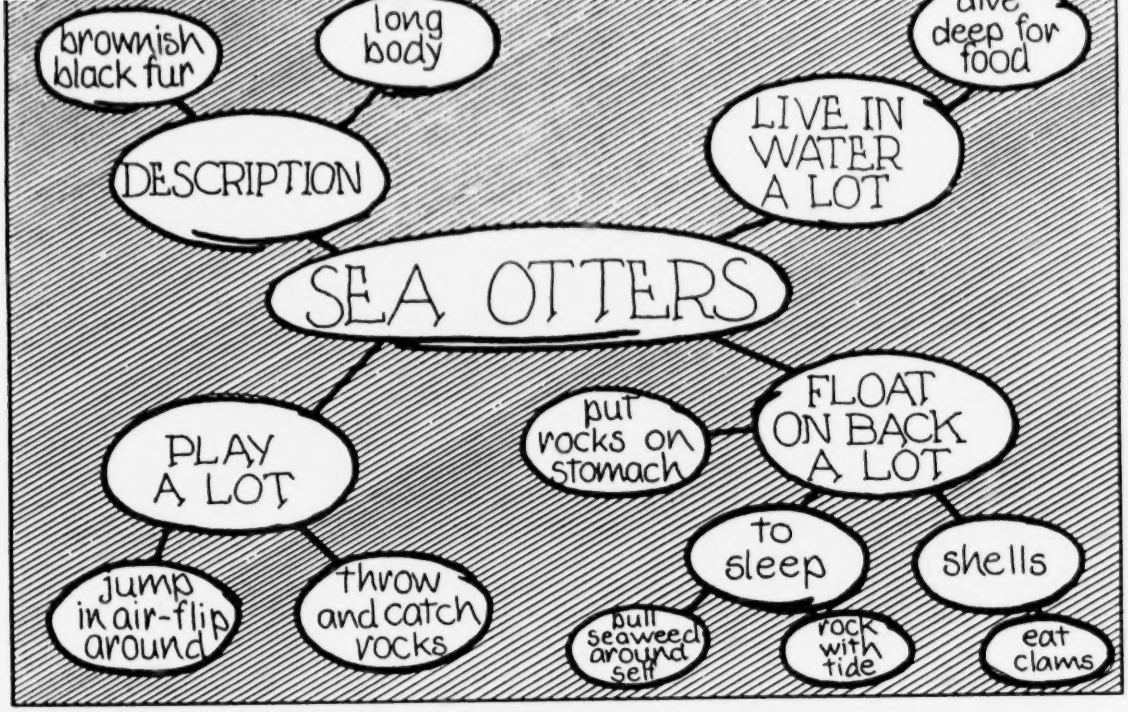
My prediction(s) did not come true because _____

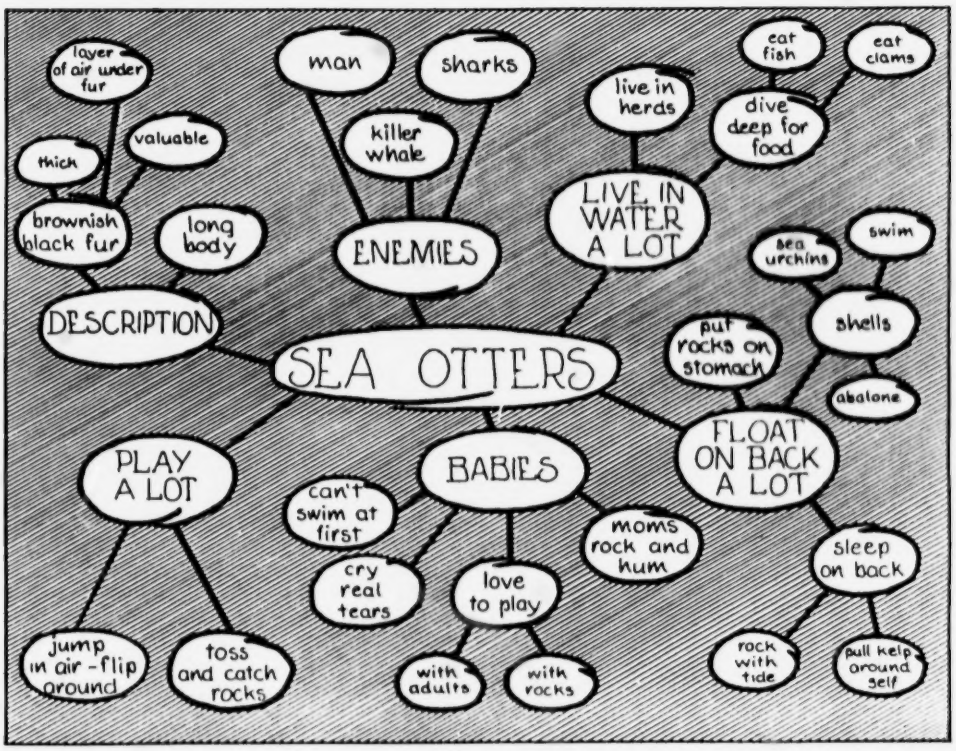
_____

_____.



Adapted from Swartz and Raphael, 1985





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A simple technique for estimating prior knowledge: Word association

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The consensus today is that reading is an interactive process. Meaning does not reside in the text alone but derives from constructions readers themselves make, based on their own personal background, previous knowledge, and experience. What readers already know and understand about a topic, therefore, significantly influences both their comprehension and their recall.

It is difficult to measure efficiently what pupils already know about a topic, however. One approach that teachers may use is an openended format in which students write all they know about a topic, but such recalls are time consuming to score. Another option, using multiple choice items to judge prior knowledge, is also limited—easy to score but time consuming to construct (Hare, 1982).

This article presents a word association technique that is both simple to create and simple to score and can be administered to a whole class. It has been adapted from Noble (1952), who first used the technique to measure the meaningfulness of a word. He reasoned that familiar words like *liar* should lead to more associations than unfamiliar words like *prevaricate* or *meretricious*. His reasoning was correct and led to an extensive index of words and their meaningfulness.

The same reasoning is used to measure prior knowledge about a topic. Topics about which we have considera-

Worksheet for prior knowledge responses

Fossil fuels

Fossil fuels

Fossil fuels

Fossil fuels

Fossil fuels

Fossil fuels

Fossil fuels

[repeat to fill a full sheet of paper]

ble knowledge should elicit more associations than topics about which we have little or no knowledge.

The task

A key word or phrase encompassing the main idea of the topic under study is chosen to serve as a stimulus word. If, for example, the text is about unlocking the vast resources of Africa, the stimulus phrase might be "natural resources in Africa." If the text deals with liquids and gases found in sedimentary rock, the stimulus might be *fossil fuels*. For longer textbook segments or articles (3 to 5 pages), selecting 3 key words may be more appropriate, as recommended by Langer (1981) in her PReP procedure.

PReP is more involved than the simple association task described here, however. PReP invites small groups of 10 students to free associate on stimulus words, with responses being written on the board and shared with the group. Discussion of the responses follows, and questions asked by the teacher during both brainstorming and discussion are designed to elicit what made pupils think of each idea. Finally, in PReP the teacher sums up by asking what new ideas students have formed about the topic.

What is being proposed here, in contrast to PReP, is a simple exercise to estimate students' knowledge of the topic before teaching and reading take place. In effect we are measuring entering behaviors. Each student writes down as many words as he or she can think of in association with the keyword. As shown in the illustration, the stimulus word is printed at the beginning of every line on a lined sheet of paper to ensure that students continue to use the original word or phrase, and not newly produced words, as a cue in the generation of ideas.

Instructions for presenting the word association task are given in our second illustration. The procedure is first demonstrated on the board and a practice activity provided. Just 3 minutes are allocated for the generation of words and ideas.

Responses are scored quantitatively, with one point for each reasonable idea unit. No credit is granted for unreasonable associations, such as the word *wood* in conjunction with *fossil fuels*. When generated words or phrases can be subsumed under a

instructions for using the word association task to assess students' prior knowledge of a topic

ral introduction

This is a test to see how many words you can think of and write down in a short time.

You will be given a *key* word and you are to write down as many *other* words as you can at the key word brings to mind. The words that you write may be things, places, ideas, ents—whatever you happen to think of when you see the word.

odeling and chalkboard demonstration

For example, think of the word *king*. [Write the word *king* on the chalkboard.] Some of e words or phrases that *king* brings to mind are: *queen/prince/palace/Charles/London/ ngdom/England/ruler/kingfish/Sky King/of the road*. [Continue to brainstorm for other ords. Add these to the chalkboard list. Suggest that you can use two words, or phrases, ng words or short words: any idea, no matter how many words, is acceptable.]

ractice, with discussion

Now we'll do some practice sheets. [The words *kitchen* and *transportation* are sug- sted as two highly familiar topics.]

Take the sheet with the word [*kitchen*] written on it. On every line, write a word or phrase at you associate with the idea of [a *kitchen*]. I'll give you exactly 3 minutes. Go. [In each se, after the students are done, clarify the task by sharing ideas and discussing any ques- ons.]

eminders

[Both during practice and during the actual task, give the students the following re- inders.]

No one is expected to fill in all the spaces on the page, but write as many words as you can think of in association with the key word.

Be sure to think back to the key word or phrase after each idea you write, because the test is to see how many other ideas the key word brings to mind.

A good way to do this is to repeat the key word or phrase over and over to yourself as you write.

coring

Give 1 point for each reasonable association item (e.g., *coal* when the stimulus was ossil fuels).

Give 0 points for unreasonable associations (e.g., *wood* when the stimulus was *fossil uels*).

Give only 1 point for a series of sub-items (e.g., a list of various *crops* when the stimulus as *farming*).

Give 1 more point if the category of such a series was named (e.g., for *crop* if that word ppeared along with a series of crop names).

Scoring key

-2 points	low prior knowledge of topic
-6 points	average prior knowledge
+ points	high prior knowledge

subordinate category, one point is given for the superordinate category and one point for the full cluster of sub- ordinate ideas.

For example, if the topic concerned *farming*, students might name a series of crops, such as *wheat, corn, rye*, and *oats*. In this case, one point is given if the superordinate word *crop* is given, and only one point for all the itemized products, because students have begun to use the generated words rather than the stimulus word as cues.

Scores may be interpreted with the following scoring key. The key is based on the performance of 253 fifth graders in a study by Zakaluk (1985) in which performance on Noble's M word-asso-

with reading comprehension (F (1, 1011) = 92.10, $p < .0001$). After generating all the words they could think of when prompted by key words from the texts, students read and answered short-answer, recall questions on four of eight passages based on informational selections that ranged in length from 300 to 435 words. The high correlations between the word association scores and subsequent comprehension performance suggested that the technique is valid for measuring prior knowledge of text topic.

Scoring key

0-2 points	- low prior knowledge
3-6 points	- average prior knowledge
7 or more points	- high prior knowledge

Another frame of reference to interpret scores is to compare the number of ideas students generate on a familiar topic, such as *kitchen* or *transportation*, with the number developed on the new topic. This technique is also appropriate for assessing prior knowledge in research studies, in preference to employing multiple choice items that may contaminate posttest results.

Note that in contrast to a qualitative measure of prior knowledge, where the importance of the ideas generated relative to the information in the text is assessed, a quantitative measure of topic familiarity has been found to be a good predictor of total recall (Hare, 1982). The quantitative measure is simple to score because there is no need to make subjective judgments.

The value of prior knowledge

An extensive body of research underscores the relationship between prior knowledge and comprehension for readers of all ages. For example, large differences in reading times were reported for college students depending well known or less familiar content fields. When paragraphs focused on scientific topics about which students possessed little or no previous knowledge, students not only took longer to read the text but also recalled less information than when paragraphs related to more familiar topics such as classical history (Kintsch et al., 1975).

Results are similar for primary and middle school pupils. Studies both by Pearson, Hansen, and Gordon (1979) with second graders and Stevens (1980) with ninth graders indicate that students highly familiar with the topic not only exhibit better comprehension but recall more than do subjects not highly familiar with the topic. Even poor fifth grade readers comprehend adequately when topics are familiar and passages are at appropriate difficulty levels (Taylor, 1979). Further, for college students, learning more about a topic is facilitated when students possess high prior knowledge about it (Chiesi, Spilich, and Voss, 1979).

Even greater insight into the role of prior knowledge and learning has been obtained from a study involving both good and poor readers. Holmes (1983) found that good readers with adequate prior knowledge were adept at using that knowledge to distinguish information in the text that was new or discrepant from their current knowledge. Being able to differentiate between old and new textual information and to identify misinformation in their existing knowledge led not only to better assimilation of new material but also to a restructuring of old knowledge.

In contrast, poor readers with adequate prior knowledge not only failed to apply this information as they read, but also were reluctant to modify misinformation in their knowledge store to

text, prior knowledge is insufficient to enhance comprehension and learning. It must be activated and applied.

In an instructional study, Hansen and Hubbard (1984) successfully increased and extended the comprehension performance of poor readers by focusing on two important factors in their teaching procedure. The first was making the poor readers metacognitively aware of the significance of tying new information to old for improving their comprehension, and the second was giving students opportunities to make comparisons between what they read and what they already knew.

What to do with prior knowledge

Particularly for poor readers, an important instructional mandate is to activate background knowledge before reading, making students aware of what they know and don't know, and to help them realize the importance to comprehension of relating what they already know to the information in the text. Making special note of new or discrepant information also appears to be an important learning strategy.

Noble's word association task promises to be a useful technique for evaluating topic familiarity. Information about the level of prior knowledge of individual students in the class will enhance instructional decision making. As teachers, we will be able to establish how much additional background information to provide to ensure that students are able to process the text successfully. On the other hand, we may discover that students already know a good deal about a particular subject and can use that high prior knowledge to enrich further study.

pupils may be totally unfamiliar with the topic while others are highly familiar. Here it is appropriate to group high and low prior knowledge students together so that they may discuss new and discrepant information in the text. Langer's PReP procedure (1981) may be adapted for use in this situation.

As teachers we need to go one step beyond enlivening our instruction through discussion groups, however. We can encourage students to adopt the association strategy when they read and study on their own. Such an exercise can enhance comprehension and memory, and thus help students develop more metacognitive control over their own thinking and learning.

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ASSESSING PRIOR KNOWLEDGE*

1. Review materials and list 2-4 key concepts important to understanding text.

2. Use the following questions with groups of about 10 as the basis for a discussion about each concept.

   a. What comes to mind when you hear/read _____? Write the students' responses on the board.

   b. What made you think of _____ (responses to the first question?

   c. Given our discussion, can you add any new ideas about _____?

3. Have students work in groups of 2 or 3 to arrange words listed on board into some sensible order.

4. Evaluate student responses as follows:

   a. <u>much prior knowledge</u>—precise definitions, analogies, conceptual links among concepts

   b. <u>some prior knowledge</u>—examples and characteristics, but no connections or relations

   c. <u>little prior knowledge</u>—sound alikes or look alikes, associated experiences, little or no meaning relations

   NOTE: Be alert for misconceptions and inaccurate information.

5. Read the text.

6. Additional (optional) suggestions.

   a. Present students with lists of characteristics and examples of the concepts and ask them which ones apply, why. Ask them to create examples of their own for each target concept.

   b. After reading, discuss how text ideas relate to ideas discussed prior to reading.

   c. Occasionally have students redo organizing activity (#3) and compare with the ones they did prior to reading. (This can also serve as an informal learning assessment.)

*Langer, J.A. (1981). From theory to practice: A prereading plan. <u>Journal of Reading</u>, <u>25</u>, 152-156.

APPENDIX C

ORAL READING ASSESSMENT TOOLS

CLASSROOM READING MISCUE ASSESSMENT

Child's Name _____ Date _____

Grade Level Assignment _____ Teacher _____

Selection Read:

Basal Series _____	or	Literature or Content Selection
Publisher _____		Title _____
Level _____		(not more than one meaning-changing error in ten words.)
Title _____		

I. WHAT PERCENT OF THE SENTENCES READ BY THE CHILD MAKE SENSE?

	Sentence by Sentence Tally	TOTAL
___ # of Semantically Acceptable Sentences		
___ # of Semantically Unacceptable Sentences		

___ % Comprehending Score $\left(\frac{\text{\# Semantically Acceptable Sentences}}{\text{Total Number of Sentences Read}} \times 100 \right)$ _____ TOTAL

	Seldom	Sometimes	Often	Usually	Always
II. IN WHAT WAYS IS CHILD STRIVING FOR MEANING					
A. Recognizes when errors have been made.	1	2	3	4	5
B. Logically substitutes.	1	2	3	4	5
C. Self-corrects errors that disrupt meaning.	1	2	3	4	5
D. Uses picture and/or other visual clues.	1	2	3	4	5
III. IN WHAT WAYS IS CHILD ARRIVING AT NONSENSE?					
A. Substitute words that don't make sense.	5	4	3	2	1
B. Makes ommissions that disrupt meaning.	5	4	3	2	1
C. Pauses so long that child forgets what she/he has read.	5	4	3	2	1
D. Relies too heavily on graphophonetic clues.	5	4	3	2	1

	No		Partial		Yes
IV. HOW WELL IS CHILD ABLE TO RETELL WHAT HAS BEEN READ?					
A. Character Recall	1	2	3	4	5
B. Character Development	1	2	3	4	5
C. Setting	1	2	3	4	5
D. Relationship of Events	1	2	3	4	5
E. Plot	1	2	3	4	5
F. Theme	1	2	3	4	5
G. Overall Retelling	1	2	3	4	5

Developed by: (CAWLS) Coordinators/Consultants Applying Whole Language

Probably one reason why informal inventories have not been used more widely is that insufficient help has been given on procedure and interpretation of the results. The use of systematic recordings of the findings is necessary in order to tell the needs and determine the progress of the pupil. These findings can then be used to guide the learner and direct his instruction.

There are several advantages of an informal inventory test:

1. Little or no cost is involved for materials come from the classroom.

2. Material is at hand--don't have to wait for tests to come through main office or another teacher to finish with the score keys or manual.

3. It is a natural situation from a book. Size of type, vocabulary and length of line is suitable.

4. Child can become aware of his needs. This may enlist pupil's interest and effort.

5. You can see small amounts of progress.

6. Selection of material particularly of interest to the child.

7. No lost time but another reading experience.

A. Source of material used.

Whenever possible, graded textbooks should be used. This is a more natural situation. With the exception of the oral reading at sight the techniques are the same as those recommended generally in teacher's guides, or manuals of the basal readers.

1. The material should be taken from the middle of the book. (The first part of 2nd pre-primer may be as easy as last part of 1st pre-primer.)

2. Record grade level, page, and title of materials.

3. Choose material that is interesting to the child.

B. Recording Observations

1. Some sort of permanent record should be made of the observation.

2. A simplified form should be used to reduce to a minimum the amount of note taking required while testing--done as unnoticeably as possible.

C. Estimation of starting level. (Can be estimated in two or three minutes)

1. Children who have exhibited a low level of reading ability may be checked by means of an isolated word-recognition test. (Random selection of fifteen words from pre-primer level and twenty words from primer, first reader, and second reader.) Occasionally a pupil may be able to pronounce the words and still be unable to read satisfactorily an isolated word. An isolated word recognition test is fairly satisfactory for estimating the starting point at very low levels.

2. Oral reading of short units at sight from successive levels is another means of determining the starting point.

BASAL LEVEL

(Hightest level at which the individual can read silently and orally without manifesting symptoms of difficulty.)

1. Done first by guiding the silent reading of a small unit (one paragraph or two) by questions. In response to each question the pupil reads until he finds the right answer. Exact words in the book are not required. During silent reading, examiner observes behavior and records any evidence of difficulty. Oral rereading is used as a double check. Ask the child to read the sentence or parts that give the answer.

2. Step two is reading at sight orally the next paragraph or two, to make certain that the basal level is established. At the basal level a wider eye-voice span to the zero point as the frustration level is approached.

   In general, rate and comprehension are hightly related.

3. Criteria for evaluating performance as basal reading level.

   a. Comprehension of at least ninety per cent on both factual and inferential type questions.

   b. Freedom from tensions

   c. Freedom from finger pointing

   d. Acceptable reading posture

   e. Book not too close or too far.

   f. Oral reading at sight following silent reading characterized by:

      (1) proper phrasing
      (2) interpretation of punctuation
      (3) accurate pronunciation of ninety-nine per cent of words
      (4) use of conversational tone

   g. Silent reading characterized by:
      (1) comprehension higher than for oral reading
      (2) absence of vocalization

4. Cases where pupils have no basal level will be found.

   a. non-readers
   b. seriously retarded readers
   c. reading readiness cases
   d. general mental retardation
   e. foreign language handicaps
   f. emotional adjustment problems

INDEPENDENT READING LEVEL

Independent reading usually should not be done above the basal level, especially before the pupil has established control over a basic stock of sight words, independent word-analysis techniques, or use of the dictionary. Too often children dislike reading and practice faulty habits because they are required to do independent reading that is too difficult.

INSTRUCTIONAL LEVEL

Level at which instruction might be initiated, usually somewhat above basal reading level. With material at this level of reading ability there should be no practice on skills that will have to be unlearned. Most difficulty at this level will be of a word-recognition nature. Oral reading should be without effort. During the preceding silent reading there may be word-recognition and comprehension problems to be ironed out. This then becomes an instructional problem that can be dealt with successfully.

A. Criteria for evaluation reading performance at the instructional level

1. Comprehension of at least seventy-five per cent of factual and inferential questions.

2. Accurate pronunciation of ninety-five per cent of running words.

3. Anticipate meaning.

4. Freedom from tension.

5. Freedom from finger pointing.

6. Freedom from head movement.

7. Good posture.

8. Able to locate specific information
   (a) comprehension higher than for oral reading
   (b) use of sight word techniques
   (c) absence of vocalization
   (d) conversational tone

B. After instruction level has been determined, teacher can direct her attention to identification of specific needs.

Some pupils may need:

(a) purposeful reading in order to develop reading for meaning
(b) systematic guidance for the development of word recognition skills
(c) guidance in development of meaning vocabularies
(d) use of skimming
(e) rapid reading
(f) study type reading skills
(g) getting main idea or relating the details of story
(h) evaluating and organizing materials

FRUSTRATION LEVEL

Too many children are found to be working at or above this level. This is especially true when all children of a grade are given the same instructional materials. Frustration level is often found to be between the instructional level and the capacity level. It is estimated by the same procedures employed as for obtaining the instructional level. Definite symptoms of reading blockage indicate the point of frustration. Often the pupil will express his regret of his inadequacies, especially when frustration is caused by vocabulary burden.

Sometimes frustration is worse in some classroom situations than in inventory situation: At the frustration level, obstacles in reading materials cannot be overcome by the reader. If instruction is initiated at this level, emotional conflicts arise.

1. may not have control over adequate word-recognition skills

2. may not get facts behind the symbols (doesn't understand)

3. vocabulary inadequate for dealing with his experiences

4. reading may be too condensed

   (a) comprehends less than fifty per cent
   (b) inability to pronounce ten per cent of running words
   (c) finger pointing
   (d) distraction tensions
   (e) withdrawal from reading situation
   (f) unwilling to attempt reading
   (g) crying
   (h) distraction---tries to distract examiner or self
   (i) lip movement
   (j) high pitched voice
   (k) omission

RECORDING ERRORS MADE BY A PUPIL

ON AN INFORMAL READING TEST

Sample of Selection:

"In some packages are rugs made in our Village," John said.
"We shall get food, coffee, and salt in return for our rugs."
"We may even bring back cotton cloth for making clothes."

---

places the valley Then
"In some ~~packages~~ are rugs made in ~~our village~~," John said.^ "We

shall get food./// coffee, and salt in return for our rugs.
clothes
We may even bring back cotton ~~cloth~~ ~~for making clothes~~.

When a word is mispronounced as was the word packages, run a line through it and write the substituted word above it. In this instance the reader also said "the valley" for our village. When a word is inserted such as "then," in the first word of the second sentence, make a caret and write the word, such as then, above it.

The word food is underlined twice to indicate that the pupil repeated the word twice (making a total of three times he said it.) Underline all repetitions but do not count repetitions as errors. The three slanted lines in front of coffee indicates that the pupil could not pronounce the word and asked the teacher for help. A straight line through re in return is a sign that the pupil did not pronounce the re but read the word as turn.

The word clothes written above cloth shows the substitution the pupil made for the word cloth. The line through for making clothes indicates that the pupil omitted reading these three words.

Record the exact nature of each error as nearly as you can. Be sure you put down a mark for each error. In case you are not sure that an error was made, give the pupil the benefit of the doubt. If the child has a slight accent, do no penalize him for it, but distinguish between this difficulty and real mispronunciation errors.

If the subject omits a period, comma, or other punctuation, run a line through the omitted symbol.

Repetitions and pauses are not counted as errors but are useful in diagnosing.

FIGURING AND RECORDING ERRORS

OF AN ORAL READING TEST

"In some ~~packages~~ places are rugs made in ~~our village~~ the valley," John said. Then "We shall get food.// coffee, and salt in return for our rugs. We may bring back cotton ~~cloth~~ clothes ~~for making clothes~~.

* *

During the oral reading of the above thirty-three word passage, the pupil made a total of six (6) errors:

1. He pronounced packages as "places."

2. He said, "the valley" instead of "our village." Even though this error contains two words, count it as one (1) error.

3. He inserted "then" for "we" - one error.

4. Do not count the repetition of "food" as an error. If the pupil makes two or three repetitions of words, do not count them as errors but note that they were made.

5. The slanted lines before "coffee" indicate one second pauses - a total of three seconds. The pupil asked for the word so it is marked as an error. Count one error for each word which the pupil asks you to pronounce.

6. The line through the prefix re in "return" indicates that the pupil "skipped it" and said, "turn." This is one (1) error.

7. Although he left out four words and substituted one word for them, mark this as one (1) error.

Finding the Word Recognition Score

The pupil has made six errors on a thirty-three word reading selection. His W/R percentage on this selection is figured by dividing thirty-three into the number of errors, 6, and then subtracting that percentage from 100%.

Example:

```
     .18=18%
33/6.00                    100%
   3 3                   - 18%
   2 70                    82% W/R
   2 64
      6
```

The missed words must be learned by using the VAK or VAKT technique. VAK is used with corrective cases while VAKT is used with "remedial" and "severe-corrective" cases. (Your subject will be classified by your professors as being one of these two types).

AN INFORMAL READING TEST

Purpose:

To determine reading level and skills.

8. Demonstrates tracing technique. Watches and listens.

   a. Two fingers in contact with writing. (Index and second finger--fingers kept stiff.)
   b. Says word.
   c. Says each part without distoration as the initial stroke of each syllable is traced.
   d. Crosses t's and dots i's from left to right.
   e. Says each syllable as each syllable is underlined.
   f. Says the word.
   g. Repeats (a) through (f) until pupil expresses readiness to do it.

9. Traces, following procedure (a) through (f) until he feels he can write the word without the copy.

10. Checks tracing.

   a. Stops pupil upon error or hesitation.
   b. Records number of tracings.
   c. Commends success.

11. Turns paper over and writes the word. Says word aloud. Says each syllable as he begins to write it. Says each syllable as he underlines each syllable.

12. Checks writing of word.

    a. Does not allow erasures.
    b. Errors not stressed.
    c. Covers incorrect word.
    d. Records correct writing.
       (Two successive corrects.)

13. Checks word against original copy.

    a. If correct, writes word again without copy and checks against original copy.
    b. Word msut be written correctly two successive times.
       (1) May make second attempt.
       (2) May retrace word until he learns it.

14. Dates the paper.

15. Files the word.

16. Check retention the next day. (Include words in flash word-recognition list).

Marking Code for Reading Inventory

P	Word pronounced by teacher (after 5 seconds)
—	Word substituted for the correct word (write error above)
/	Word mispronounced (write error above)
R	Repetition (words repeated are within the arc)
H	Hesitations (less than 5 seconds)
O	Omissions (circle the word omitted)
⌐	Insertions
X	Disregard of punctuation
C	Self-corrected error (not counted as error)

These are the most common errors recorded with the most common marks.

Guide for Computation of Reading Level

Reading Level	**Word Recognition	**Comprehension
Independent	98-99%	85-90%
Instructional	95	70-75
Frustration	Below 90	Below 70
Listening		75

**There is not complete agreement among educators on the percentages.

Word Recognition %

Count errors, count number of words in selection; divide number of errors by number of words. Convert to %. This is % of errors. Subtract this number from 100 to get % for word recognition level.

Comprehension %

Count errors, count number of questions asked; divide the number of errors by number of questions. Convert to %. This is % of errors. Subtract this number from 100 to get the % of comprehension.

Good Luck!

APPENDIX D

GRAPHIC ORGANIZERS FOR USE DURING OR AFTER READING A SELECTION

Name _____

Setting

Characters

Problem

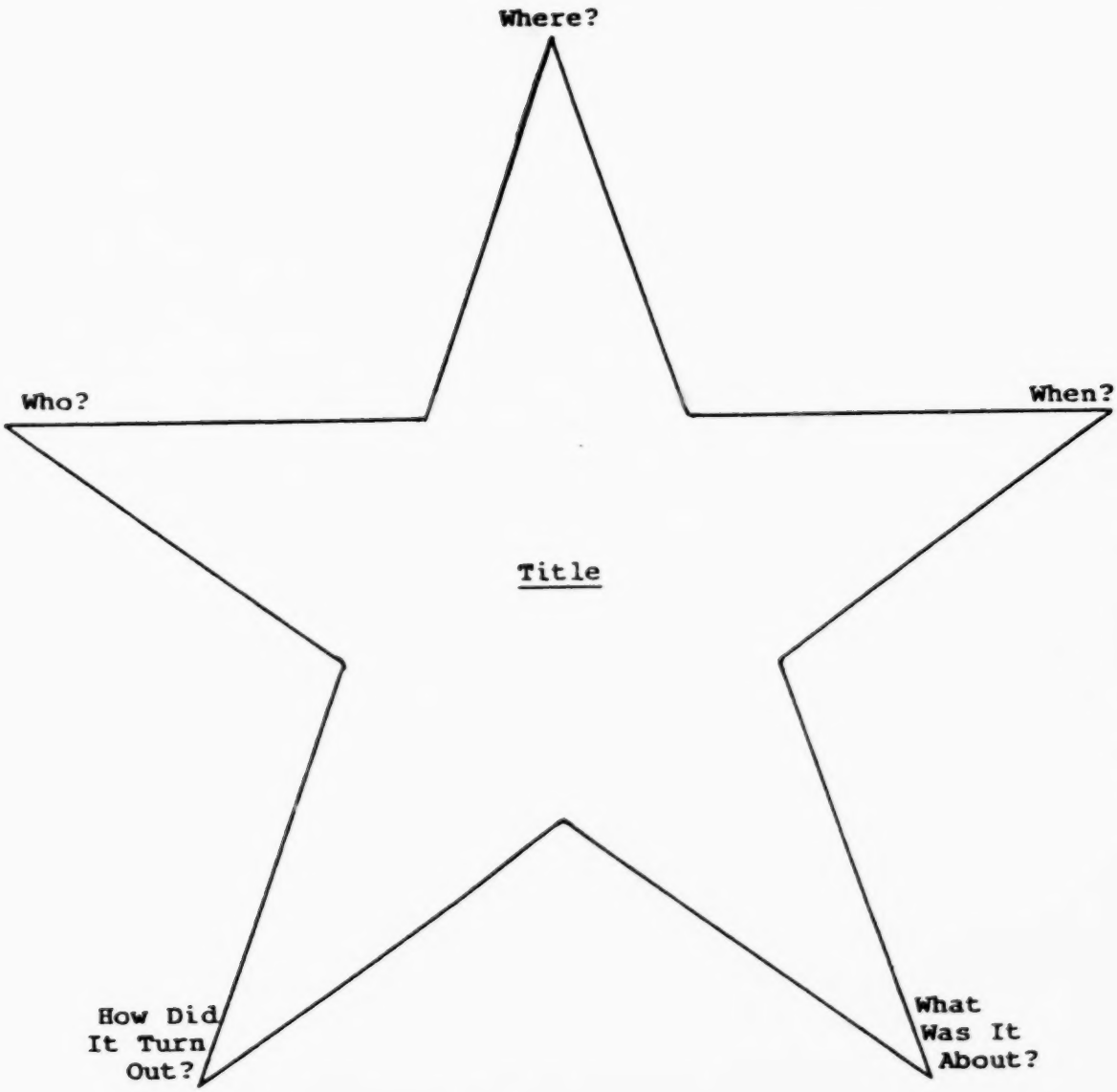
Event

Event

Event

Solution

STORY STAR

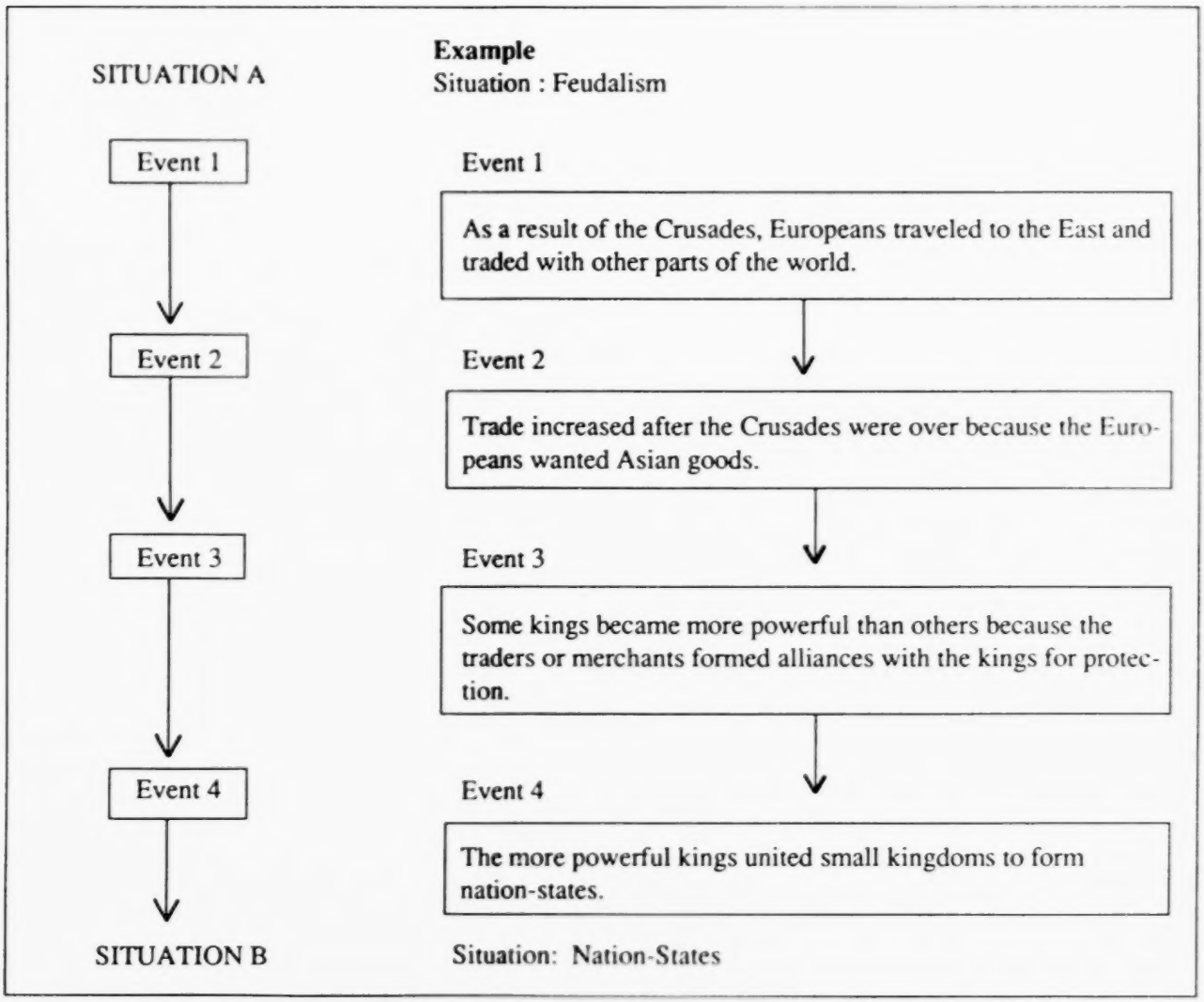


SAMPLE GRAPHIC OUTLINES

(1) Sequential Text: Causal Chain Frame Example

Like all frames, a causal chain frame can be used to:
- **Survey/Predict**: guide or focus predictions and set a purpose for reading.
- **Read**: take notes on important information.
- **Construct**: organize the detailed information into main ideas after reading the text.

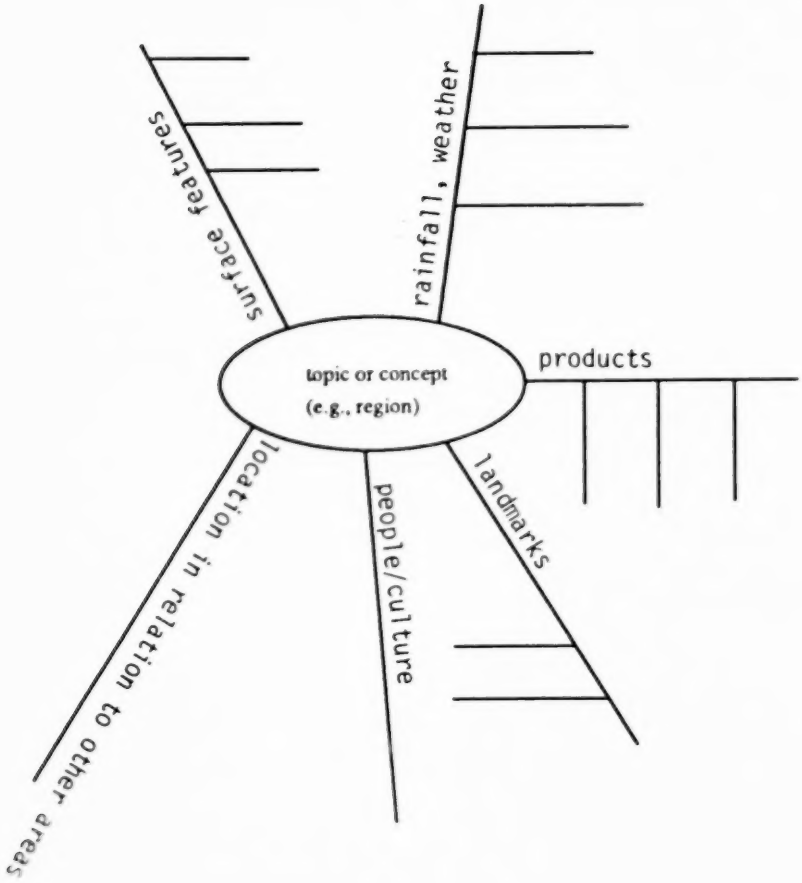
Question for the Causal Chain Frame with the Related Diagram.
Why does one situation change to another situation?



Reprinted with permission of ASCD, Teaching Reading As Thinking, 1986.

From Essential Learning Skills Across the Curriculum, Oregon Dept. of Education, 1987.

(2) Description of One Thing: Spider Mapping Example



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APPENDIX E

INSTRUMENTS FOR ASSESSING COMPREHENSION AFTER READING SELECTION

LEVEL	Holistic Criteria for Judging Narrative Retellings 9/1/86

6 Student generalizes beyond text; includes goal/summary statement(s) includes all major episodes and text based supporting detail(s) for each episode; may include relevant supplementations; shows a high degree of coherence, completeness and comprehensibility. Student personalizes retelling, brings in background knowledge. Retelling has a richness, it stands on its own.

5 Student includes goal/summary statement(s); all major episodes and appropriate text based supporting detail(s) may include relevant supplementations; shows a high degree of coherence, completeness and comprehensibility.

4 Student relates most episodes, may or may not include goal/summary statement, includes appropriate text based supporting details; may include relevant supplementations; shows adequate coherence, completeness and comprehensibility.

3 Student relates most major episodes. May or may not include goal/summary statement. Relates little or no detail. Can include relevant or irrelevant supplementations. Show some degree of coherence.

2 Student relates a few episodes and some text based supporting detail, may or may not include goal/summary statement, may include relevant or irrelevant supplementations. Shows some degree of coherence, some completeness; the whole is somewhat comprehensible. OR student relates summary statement <u>only</u>.

1 Student relates details only; can include relevant or irrelevant supplementations or none; low degree of coherence, incomplete, and/or incomprehensible (i.e., 'missing the boat").

Valencia, S.W. and Greer, E.A., 1986

Holistic Scoring Criteria for Narrative Retellings

llc/CSI1269
9/12/88

LEVEL	Holistic Criteria for Judging Expository Retellings 9/1/86
6	Student generalizes beyond text; includes thesis/summary statement(s) includes all major points and text based supporting detail(s) for each point; may include relevant supplementations; shows a high degree of coherence, completeness and comprehensibility. Student may personalize recall by bringing in background knowledge. Retelling has a "richness" or "liveliness."
5	Student includes thesis/summary statement(s); all major points and appropriate text based supporting detail(s); may include relevant supplementations; shows a high degree of coherence, completeness and comprehensibility.
4	Student relates most major ideas, may or may not include thesis/summary statement, includes appropriate text based supporting detail(s), may include relevant supplementations; shows adequate coherence, completeness and comprehensibility.
3	Student relates most major ideas. May or may not include thesis/summary statement, student relates little or no detail. May include relevant or irrelevant supplementations. Shows adequate coherence.
2	Student relates a few major ideas and some text based supporting detail; may or may not include thesis/summary statement, may include relevant or irrelevant supplementations; shows some degree of coherence, some completeness; the whole is somewhat comprehensible. OR student relates summary statement <u>only</u>.
1	Student relates details only; can include relevant or irrelevant supplementations or none; low degree of coherence, incomplete, and/or incomprehensible (i.e., "missing the boat").

Valencia, S.W. and Greer, E.A., 1986

Holistic Scoring Criteria for Expository Retellings

llc/CSI1269
9/12/88

*Qualitative: The Retelling Profile**

Directions. Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

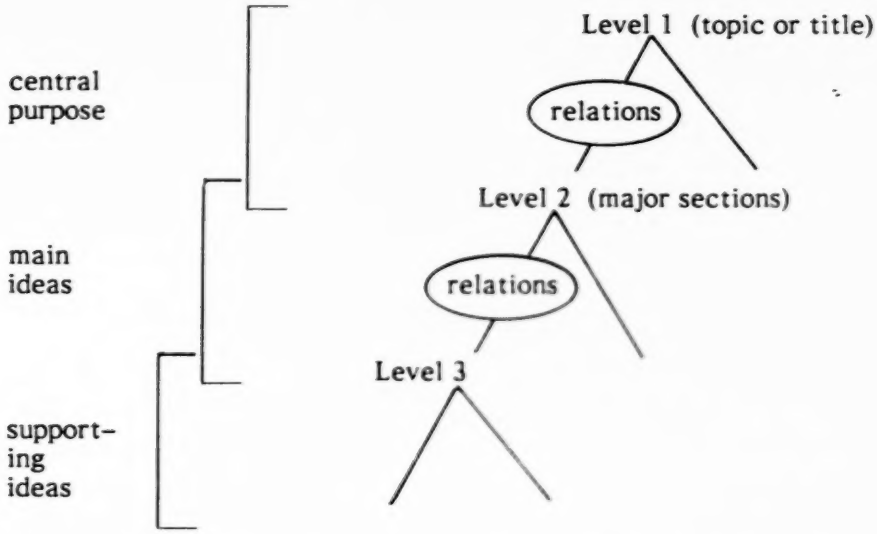
	none	low degree	moderate degree	high degree
1. Retelling includes information directly stated in text.				
2. Retelling includes information inferred directly or indirectly from text.				
3. Retelling includes what is important to remember from the text.				
4. Retelling provides relevant content and concepts.				
5. Retelling indicates reader's attempt to connect background knowledge to text information.				
6. Retelling indicates reader's attempt to make summary statements or generalizations based on text that can be applied to real world.				
7. Retelling indicates highly individualistic and creative impressions of or reactions to the text.				
8. Retelling indicates the reader's affective involvement with the text.				
9. Retelling demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).				
10. Retelling indicates reader's ability to organize or compose the retelling.				
11. Retelling demonstrates the reader's sense of audience or purpose.				
12. Retelling indicates the reader's control of the mechanics of speaking or writing.				

Interpretation. Items 1–4 indicate the reader's comprehension of textual information; items 5–8 indicate metacognitive awareness, strategy use, and involvement with text; items 9–12 indicate facility with language and language development.

*From P.A. Irwin and J.N. Mitchell. **The reader retelling profile: Using retellings to make instructional decisions**, in preparation.

GENERATING QUESTIONS FOR INFORMATIONAL TEXT

1. Map the text for 3–5 levels of information.



2. Write statements describing the important ideas and their relations for each level of information: Central purpose, major ideas, supporting ideas.

3. Use statements to write 3 types of questions: Intersentence (answers are contained within several sentences), text (answers integration of information within large sections of text) and beyond text (answers rely heavily on readers' prior knowledge).

Sample Question Types

1. Central Purpose
   - What is the topic of the selection?
   - What does the text tell you about this topic?

2 Major Ideas
   - What are the major subdivisions in this text?
   - What is the main point of each subdivision?
   - How do the subdivisions relate to each other?

3. Supporting Ideas
   - What details does the text provide to support the major ideas?
   - Which supporting ideas are fact and which are opinion?
   - Which ideas provide the best support for _____?

4. Structure
   - How does the author organize the information to tell you about the topic?
   - How is the information organized within the major subdivisions?
   - Why does the author choose to use a _____ pattern to organize this selection (or to convey a particular idea)?
   - What are the relations among the following ideas in the text: _____

K. Wixson
University of Michigan

GENERATING QUESTIONS FOR STORIES

1. Map the story to identify important information, e.g.,
   Themes – abstract and literal
   Plot – problem, conflict, resolution
   character traits and functions
   the function of settings
   major events

2. Write questions for each element of the map.

3. Determine the type of processing required by each question: Intersentence (answers are contained within several sentences); text (answers require the integration of information within larger sections of text); beyond text (answers rely heavily on reader's prior knowledge).

Sample Question Types

1. Problem
   - What is the main problem the characters face?
   - What problem did _____ have?
   - What is _____ striving for?

2. Conflict
   - What makes it difficult for the characters to solve their problem?
   - What is the major obstacle to _____ reaching his/her goal?

3. Resolution
   - How is the problem solved?
   - Does _____ reach the original goal or a different goal?

4. Themes
   - What is the main point of the story?
   - What does the story tell you about people and the world?

5. Characterization
   - What do you learn about the most important character?
   - What words does the author use to describe _____? Why?
   - How are the major characters alike/different?
   - How does _____ change from the beginning to the end of the story?

6. Setting
   - How does the author describe when and where the story took place?
   - What part does the setting play in the main point of the story?

7. Events
   - How does the problem begin?
   - Which event is a "turning point" in the story?

K. Wixson
University of Michigan

Story Frames

Definition: A sequence of spaces hooked together by key language elements.

Purpose: To provide a structure for organizing a student's written response to a variety of reading materials.

How to use:

1. Give out a frame after children have read a story.
2. Children look at first line or set of key words, then discuss possible responses.
3. Move discussion to subsequent lines of the frame. Help children select information that will make the different lines relate to one another.
4. Begin to use frames individually once students can use them effectively in a directed teaching situation:
   - reproduce a frame on paper and have students complete it on their own after a discussion;
   - share individual frames with the group.
5. Move toward giving frames as individual assignments.

How to construct:

1. Read the passage or story and identify the problem on which you want children to focus.
2. Sketch out a paragraph that addresses the problem.
3. Take the completed paragraph and delete all words, phrases, and sentences except those needed to sustain the prupose of the paragraph.
4. Modify the frame so that it can be used in several situations.

Fowler, Gerald. "Developing Comprehension Skills in Primary Students Through the Use of Story Frames." The Reading Teacher,, November, 1982.

STORY FRAMES

Figure 1

Story summary with one Character included

Our story is about _____ _____. _____ is an important character in our story. _____ _____ tried to _____. The Story ends when _____ _____.

Figure 2

Important idea or plot

In this story the problem starts when _____ _____. After that, _____. Next, _____ _____. Then, _____ _____. The problem is finally solved when _____ _____. The story ends _____ _____.

Figure 3

Setting

This story takes place _____ _____. I know this because the author uses the words "_____ _____." Other clues that show when the story takes place are _____ _____.

Figure 4

Character Analysis

_____ is an important character in our story. _____ is an important because _____. Once he/she _____. Another time _____. I think that _____ is _____ because _____.
(character's name) (character's trait)

Figure 5

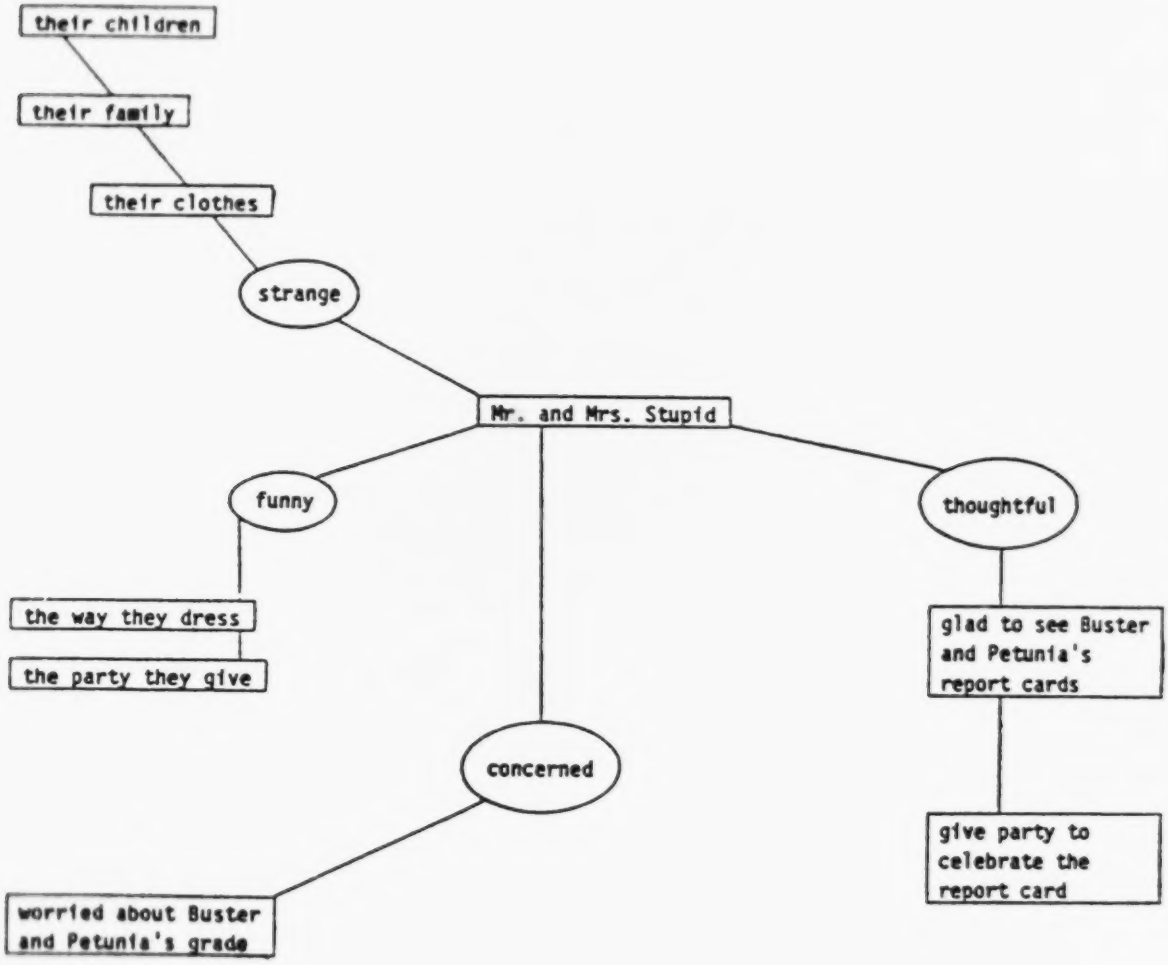
Character comparison

_____ and _____ are two characters in our story. _____ is _____ while _____ is _____ For instance, _____ tries to _____ _____ and _____ tries to _____. _____ learns a lesson when _____.
(character's name) (trait) (other character) (trait)

SOURCE: Fowler, Gerald L., "Developing Comprehension Skills in Primary Students Through the Use of Story Frames," The Reading Teacher, November, 1982.

STORY WEB

My Favorite Character



APPENDIX F

GROUP RECORD FORMS

WEEK OF _____

NAME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Abigail	Wants to work with Jenny	2 girls read together - engaged	Trouble with vocab worksheet	Reads on own entire time	Review of vocab OK
Harry	Started Reading Call of Wild	Read favorite part to me	Oral reading needs work comp OK	—	Whole chapter of report w/ [illegible]
Susan					
Danny					
Amy					
George					
Martha					
Jenny					

ANECDOTAL RUNNING RECORD

Diane Stephens
U.N.C. Wilmington

The Group Comprehension Matrix

Since most reading instruction takes place in a group or reading circle, it is important to determine how well children function in this setting. One of the most natural ways to assess children's reading is during the directed reading activity.

Try using the following matrix to organize your observations of students in reading groups. Identify categories to observe and place the names of your students from left to right at the top of your page. After observing a reading lesson, evaluate each child's reading behavior. Wood (1988) suggests the following categories:

+ = displays often
S = sometimes displayed
- = seldom displayed
N = never displayed

(From Karen Wood, "Group Comprehension Matrix," *The Reading Teacher*, January 1988, pp. 440-447.)

Group Comprehension Matrix

Story _____
Genre _____
(informational, fantasy, etc.)
Date _____
Group _____

Student Names

Makes predictions about story					
Participates in discussion					
Answers questions on all levels					
Determines word meanings in context					
Reads smoothly					
Is able to retell selection in own words					
Has good comprehension after silent reading					
Is able to read inferentially					
Possesses background knowledge					

Comments _____

_____

_____

_____